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ABSTRACT

The No Child Left Behind Act (NCLB) is the most recent authorization of the Elementary and Secondary Education Act of 1965 and was signed into law in January 2002 by President George W. Bush. Of key interest is the progress of the last two decades, which lead to the law's inclusion of geography as a "core academic subject" and the requirement that all teachers be highly qualified by 2005-2006. This policy guide: discusses the recent history of geography and education reform; provides a No Child Left Behind Act: Overview; describes developments in No Child Left Behind; considers the standing of geography within No Child Left behind; and suggests opportunities for geography within No Child Left Behind. The guide offers a list for further reading and resource information. Appended are: Core Academic Subject Comparison; and Opportunities for Geography Educators (funding information). (BT)

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"NO GEOGRAPHER LEFT BEHIND"

A Policy Guide to Geography Education and the No Child Left Behind Act of 2001

SO 035 253

Prepared for GENIP
By Ryan Daley
May 2003

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Introduction

The No Child Left Behind Act (NCLB) is the most recent reauthorization of the Elementary and Secondary Education Act of 1965 and was signed into law in January 2002 by President George W. Bush. In the time since NLCB's signing, developments in the implementation of the law have been both positive and negative, and the overriding reforms of NCLB have many implications for geography education. Of key interest is the progress of the last two decades, which lead to the law's inclusion of geography as a "core academic subject" and the requirement that all teachers be highly qualified by 2005-2006. Other core subjects have a more significant role in NCLB, but there are some potential funding and programmatic opportunities available to geography.

Recent History of Geography and Education Reform

More than 15 years of progress for geography education has preceded the enactment of NCLB. In the 1980s, Geography Education National Implementation Project (GENIP) was established and the National Geographic Society began assembling a national network of geography alliances. A 1988 poll by the Gallup Organization revealed that the geographic literacy of Americans was far below an acceptable level. The alarming results of the Gallup Poll alerted the geography community to the problems it faced and helped trigger the current movement in geography education. In 1989, President George Bush and the state governors included geography as one of five "core subjects" in the National Education Goals at a historic education summit.

Another significant year for geography was 1994, when the U.S. Department of Education awarded 5.2 million dollars to 14 states and the District of Columbia for the development of high academic standards. Six of those states adopted standards in geography. The Goals 2000: Educate America Act was signed into law by President Clinton; it adopted the National Education Goals, including the assurance that students would "demonstrate competency over challenging subject matter" such as geography. Since the publication of *Geography for Life: National Geography Standards 1994* by the National Geographic Society 36 (as of 2003) states have adopted curricular standards in geography based on the national standards. The results of National Assessment of Educational Progress Geography Assessments in 1994 and 2000 have brought areas of strength and weakness in geography education to the attention of the geography community.

As of May 2003, all states except Iowa and Rhode Island have established geography standards, although many reside under a social studies umbrella. In 1989, not one state had standards for geography and only 13 states tested geography in their state exams; that number had risen to 27 by 2002. And for the first time, more than 3,000 Advanced Placement (AP) Human Geography tests were administered in 40 states, in 2001.

The 2000 NAEP Geography Assessment shows that the achievements of the last two decades are resonating in the classroom, as well. But problem areas still exist, especially with regard to the achievement gaps between Caucasian and Asian students compared with black and Hispanic students.

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In addition, the 2002 Mid-continent Research for Education and Learning *National Geographic Society Alliance Study,* commissioned by the National Geographic Society, found that students of teachers who participated in alliance teacher-development programs showed "meaningful and statistically significant differences in achievement" compared with their peers on the 2000 NAEP Geography Assessment.

The No Child Left Behind Act: Overview

The following guide to understanding the major changes under NCLB has been digested from a more comprehensive report prepared by the Center on Education Policy (CEP) in Washington, D.C.

"In January 2002, President Bush signed into law the 'No Child Left Behind Act.' The central feature of this law requires the states to adopt a specific approach to testing and accountability, intended to lead to higher achievement for all children. The new law also requires states to raise the qualifications for new teachers and verify the qualifications of current teachers. In exchange for meeting the new demands, poorer school districts will receive additional federal funding, and all states and school districts will have greater flexibility in how they use federal funds.

"Currently, states must administer annual exams in reading/language arts and mathematics at least once during grades 3 to 5; grades 6 to 9; and grades 10 to 12. The new law now requires states to test students in these subjects in more grades, using assessments developed or chosen by each state. Test results will be used to hold educators, schools, and districts accountable for student achievement. State tests must be aligned with the state's academic standards and must produce results that determine whether students are meeting the state standards and to help teachers diagnose and address students' specific academic needs. Disaggregated test results will highlight the relative achievement levels of major racial and ethnic groups, major income groups, and others and will help hold schools accountable for closing the achievement gap between African-American and Hispanic students on one hand, and Caucasian and Asian students on the other.

"States are required to follow a precise timeline to close achievement gaps between different racial, ethnic, and income groups, and other groups... Beginning after school year 2001-02, states have 12 years to move all groups of students to the benchmark set by the state for proficiency in mathematics and reading. By 2005-06, states must have highly qualified teachers in all their public school classrooms where core academic subjects are taught. The requirements differ somewhat for new and already-hired teachers, and for elementary and secondary teachers. Beginning of the school year 2002-03, all new teachers hired, whose salaries are supported by Title I program funds, must be highly qualified as will new teachers in school wide programs. By January 8, 2006, all paraprofessionals supported by Title I funds who perform instructional duties must complete at least two years of higher education or meet a rigorous standard of quality, as determined by a test. In exchange for meeting these federal demands, the new law gives educators more flexibility in the use of federal money.

"The new statute makes several changes in the method for distributing Title I funds, in order to direct additional funding to the poorest school districts. The new legislation revises and extends many other federal aid programs for elementary and secondary education, including the Bilingual Education program, Impact Aid, the Safe and Drug-Free Schools and Communities Act, the 21st Century Community Learning Centers, and the education technology program. An especially noteworthy new program is The Teacher Quality initiative (which combines two formerly separate programs: the Eisenhower Professional Development program and the class-size reduction initiative) and The Reading First program."

Developments in No Child Left Behind

As noted earlier, closing achievement gaps between poor/minority students and other students is a prominent feature of the act. Accountability provisions of NCLB require schools to show adequate yearly progress in bringing all students to a "proficient" level. A certain percentage of students from selected subgroups must also show improvement in becoming proficient. Some feel the biggest obstacle to these goals is displacing the common belief that an inevitable consequence of social inequality is poor performance. The 2000 NAEP Assessment of Geography revealed that there is still a noticeable achievement gap in performance on the assessment by poor/minority students and other students, though some noticeable progress has been made.

NCLB places new emphasis on using programs that are the product of "scientifically based research." The hope of the U.S. Department of Education is that education can become an evidence-based field. While this requirement is still narrowly defined, it is a prominent feature of most programs in the act. Programs with the most emphasis on this requirement include mathematics, reading programs, and comprehensive school reform.

The act states that research that is the product of "rigorous, systematic, and objective procedures to obtain reliable programs and valid knowledge relevant to education activities and programs" should be used. But the law also allows for research that is "accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review." Ensuring that geography programs, especially those related to reading, meet "scientifically based research" standards will require specific attention in the near future. (For more information on these requirements see www.ed.gov/pubs/stratplan2002-07; go to page 59 of the PDF document for information on research.)

One year after becoming a law, NCLB has drawn praise and criticism alike. While being heralded as ambitious in its goals, it is considered by many to be too rigid in the implementation of its guidelines. For example, NCLB emphasizes standardized assessments of achievement as the primary tool for evaluating student success. Schools must show adequate yearly progress on required assessments in reading, mathematics, and eventually, science; schools labeled "failing" or "poor performing" must show enough yearly progress on assessments to escape this designation. Another concern is that federal requirements may undermine effective local initiatives. Many educators believe that they are being told what to do, how to do it, and when it has to be done.

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Under NCLB, more than 22 billion dollars was distributed to school districts nationwide in the past year. Yet even this amount cannot overcome the economic privation under which states are laboring, which further constrains the options for local school administrators. Many schools, in danger of sanctions resulting from being designated as "failing" or "poor performing," may be forced to focus heavily on student performance in mathematics and reading, often at the expense of other disciplines. These factors put the future advancement of geography education at risk.

Standing of Geography Within No Child Left Behind

Geography's inclusion in NCLB begins with the definition of "core academic subjects," defined as English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. English, reading or language arts, science, and mathematics are required in state academic standards and assessments; standards and assessments in the other core subjects are optional. However, all core subjects must be taught by teachers who are highly qualified (defined as a teacher who has obtained full state certification, holds at least a bachelor's degree, and can demonstrate competence in the subject matter of the classes he or she teaches).

This limited place for geography within NCLB has serious implications for the discipline. For example, *all* other core academic subjects have dedicated program provisions. Although the specifics vary from program to program, all core subject programs have two top priorities: improving the academic achievement of students and providing high quality instructors. Emphasis is placed on curricula that are the product of scientifically based research, especially in mathematics and reading, and partnerships are encouraged, even required, for some funding. To receive funds, an application must be submitted based on program requirements; to continue funding, an institution must show proof of improvement in the academic achievement of its students. Below is a listing of all of the disciplines for which NCLB has established programs and funding. (For a more detailed description of these programs see Appendix A).

Program Name	***Legislation Reference***	***Authorized Appropriations***
Reading First	Title I, Part B, subpart 1	$900,000,000
Early Reading First	Title I, Part B, subpart 2	$75,000,000
Even Start	Title I, Part B, subpart 3	$260,000,000
Improving Literacy Through Libraries	Title I, Part B, subpart 4	$250,000,000
Science and Mathematics Partnerships	Title II, Part B	$450,000,000
Writing (National Writing Project)	Title II, Part C, subpart 2	$15,000,000
Civic Education	Title II, Part C, subpart 3	$30,000,000
Teaching of Traditional American History	Title II, Part C, subpart 4	Such sums as necessary
Foreign Language Assistance Program	Title II, Part C, subpart 9	$28,750,000
Physical Education (Not a core academic subject)	Title II, Part C, subpart 10	Feds. pay 90% for 1st year, 75% for 2nd, 3rd, et al.
Excellence in Economic Education	Title II, Part C, subpart 13	Feds. pay 50% of grants
Arts in Education	Title II, Part C, subpart 15	Decided on per grant basis
Geography	N/A	N/A

Opportunities for Geography Within No Child Left Behind

Because the last two decades of reform in education have vastly improved the standing of geography in the American education system, there are significant opportunities for geography within certain programs of NCLB, despite the relative lack of attention to the discipline in the legislation. Programs that could be of importance for geography educators include teacher training and professional development, advanced placement incentives, technology education, and grants for assessments and related activities. (For a comprehensive listing of the programs and grants for which geography educators could apply, see Appendix B.)

With NCLB governing national education policy, influencing state education agencies, and driving decision-making for districts, schools, and teachers, the education system has traded new levels of accountability and higher standards in exchange for more local flexibility. Thus, work conducted at both national and state/local levels has strong potential to maximize opportunities available to geography education. Some possibilities:

Establish an information campaign to familiarize geography teachers, school administrators, and the Geography Alliance Network with NCLB and the opportunities it presents.

The geography alliances, state education agencies, universities, and GENIP's constituents can begin applying for funds for geography education activities at the national, state, and local levels. Doing so would allow geography to work within NCLB as it stands. For this to be successful, geography educators need to be aware of the opportunities available to them. This may be done by circulating information via the alliances so that it reaches all levels of geography education. A document that could be circulated to alliances, titled "No Geographer Left Behind: An Educator's Guide to Geography Education and the No Child Left Behind Act of 2001," is included for consideration. NCLB programs that could support geography education:

- Student Reading Skills Improvement Grants
- Comprehensive School Reform Program
- Advanced Placement Incentive Program Grants
- Preparing, Training, and Recruiting High Quality Teachers and Principals
- Science Partnerships
- Transition to Teaching Program
- Educational Technology State Grant Program
- Ready-to-Learn Television
- Public Charter School Program
- Grants for State Assessments and Related Activities
- 21st Century Community Learning Centers

Amend NCLB to support geography.

Working towards an amendment to the law is something to consider; all other "core academic subjects" have specific programs and funding. GENIP might use the guidelines of these existing programs to develop a possible amendment for the support of geography education at the federal level.

Improve the quality of geography education pedagogy through training and development programs to ensure that geography teachers meet the "highly qualified" requirement.
If geography is to be taught in classrooms across America, then the teachers need to be highly qualified to teach it, as defined in NCLB. This requires that teachers be fully licensed and have an undergraduate degree in subjects they teach, or an alternative certification may be achieved though subject matter tests developed by each state. Many schools will need to ensure their teachers are "highly qualified" to teach geography in order to meet this requirement by the end of the 2005-06 school year.

While states ultimately establish performance standards and test students, providing "highly qualified" teachers is primarily the responsibility of local education agencies. At least 95 percent of federal funds filter through local education agencies. Funds are also earmarked for "eligible partnerships," and much of this funding is allotted for professional development and teacher training. This funding structure provides an opportunity for geography alliances, and other professional organizations working with geography educators, to produce and train high-quality geography teachers.

Ensure that student assessments in geography continue, with an updated format to measure student progress.
The results of the NAEP Geography Assessments reveal a general deficiency of geographic knowledge in America. The continuance of NAEP assessments can help shed light on areas of strength and weakness in geography education and keep geography a part of the national education discussion.

The primary tool for measuring student achievement for NCLB will be mandated state assessments, which tend to lack geography-related content. NCLB programs will fund partnerships as states develop student assessments, providing another area of involvement for the geography community. Ensuring that geography is included in mandated state assessments will require attention to the subject in the classroom; as the saying goes, "what gets tested gets taught." Working toward maintaining geography as a component of social studies assessments may be beneficial. (For a comprehensive listing of each state's assessment programs, and contacts in the state departments of education and national test publishers, see Appendix C.)

Summary of Policy Options

	1. Information campaign for geography educators
	2. NCLB amendment for geography funding
	3. Tap into funding for teacher development and other programs.
	4. Ensure continuance of NAEP and other geography Assessments
	5. Align with other subjects

Develop a coalition with reading, history, the other social sciences, and/or science organizations to better the place of geography in the classroom.
Combining with other disciplines could improve the standing of geography while helping to prepare students to succeed on mandated assessments in these subjects, especially reading and science.

Further Reading and Resources

No Child Left Behind Resources

Center on Education Policy
www.ctredpol.org
"From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act"

The Council of Chief State School Officers
http://www.ccsso.org/NAEP2002/introduction.cfm.
Profiles of State Education Systems for Use with NAEP

Education Commission of the States
http://nclb.ecs.org/nclb/
Information on states' compliance with NCLB regulations, links to state NCLB sites

The Education Trust
www.edtrust.org
"ESEA: Myths versus Realities: Answers to common questions about the new No Child Left Behind Act"

No Child Left Behind
www.nclb.gov
Information and news on NCLB; NCLB available in its entirety

U.S. Department of Education
www.ed.gov
Information and news on NCLB

U.S. Department of Education (Web site for parents)
www.nclb.gov/parents/
"What to Know and Where to Go: A Parents' Guide to *No Child Left Behind,* A New Era in Education," April 2002

U.S. Department of Education Guide to Education Programs
http://web99.ed.gov/GTEP/program2.nsf

Assessments

Mid-continent Research for Education and Learning (McREL)
http://www.mcrel.org/PDF/instruction/4007RR_NGS_Alliance_Study.pdf
"National Geographic Society Alliance Study" June 2002

National Center for Education Statistics
http://nces.ed.gov/nationsreportcard
Information on NAEP Assessments

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U.S. Department of Education State Comprehensive Testing, Accountability and Assessment
http://www.eduhound.com/k12statetesting.cfm
Information on assessments in all 50 states

Standards
Education Commission of the States
http://www.ecs.org/clearinghouse/39/42/3942.htm
Listing of states' standards and curriculum frameworks for world history and geography

National Geographic Society
www.nationalgeographic.com/education/xpeditions
"Geography for Life: The National Geography Standards 1994"

Grants
U.S. Department of Education
http://bcol02.ed.gov/CFAPPS/grantaward/search_pick.cfm?page=1
Information on annual grants awarded by the U.S. Department of Education

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Appendix A: Core Academic Subject Comparison

The "core academic subjects" are the focal point of the NCLB legislation. All teachers must be highly qualified to teach these subjects, and states are encouraged to adopt challenging academic content and achievement standards in these subjects. Core academic subjects are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Each state is allowed the freedom to choose those subjects that are to be evaluated in its standards and assessments.

While geography is included as a core academic subject in NCLB, it does not enjoy the most basic provisions afforded other disciplines. For example, the legislation outlines specific, funded programs aimed at promoting all core academic subjects *except* geography. Below are listed the various programs and their funding streams for academic subject-specific programs. Based on data as of April 2003.

Key to Acronyms
SEAs – State educational agencies are the sole educational agencies of all public schools in a given state.
LEAs – Local educational agencies are public boards of education or another public authority that has administrative control over elementary and secondary schools in a city, county, township, school district, or other political subdivision.

READING OR LANUAGE ARTS

Reading First- Grants for the improvement of reading instruction, academic achievement in reading, instructional materials, and skills assessment
Special Provisions- Reservation of funds for Bureau of Indian Affairs, outlying areas, Puerto Rico, and the District of Columbia; funding priority to low-income areas and schools with poor reading performance
Type of assistance- Formula to SEAs and Discretionary/Competitive grants to LEAs
Who may apply- SEAs apply to the Department of Education; LEAs apply to SEAs for sub-grants
Link- http://www.ed.gov/offices/OESE/readingfirst/index.html
2002 Authorizations- $900,000,000
2002 Appropriations- $361,720,306
Awards Information- Number of new awards anticipated- 56
Average award-$15,500,000
Range of awards-$500,000 to $133,000,000

Early Reading First- Grants for the development of early childhood centers of development for early language, cognitive, and pre-reading skills, especially children from low-income families
Special Provisions- Six-year grant duration; Secretary of Education may establish a maximum grant amount; independent evaluation; annual progress report to the Secretary of Education
Type of Assistance- Discretionary/Competitive grants

Who may apply- LEAs, nonprofit public/private organizations, LEAs in cooperation with organizations
Link- http://www.ed.gov/offices/OESE/earlyreading/
2002 Authorizations- $75,000,000
2002 Appropriations- Data not available
Awards Information- Number of new awards anticipated- 175
Average award- $425,000
Range of awards- $250,000 to $1,500,000

Even Start- Grants for family literacy projects that integrate early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities.
Special Provisions- Reservation of funds for migrant students, outlying areas, and Indian tribes, and women in prison with children; family programs; SEAs must match federal funds
Type of Assistance- Formula grants to SEAs
Who May Apply- SEAs
Link- http://www.ed.gov/offices/OESE/CEP/evenstprogresp.html
2002 Authorizations- $260,000,000
2002 Appropriations- $238,963,949
Awards Information- Number of new awards anticipated- 52
Average award- $4,300,000
Range of awards- $1,100,000 to $31,000,000

Improving Literacy Through School Libraries- Grants for improving school library media centers and the achievement of the students they serve.
Special Provisions- Reservation of funds for Bureau of Indian Affairs and outlying areas; one-year grant duration; annual report to the Secretary of Education; independent, national evaluations; a report from the Secretary of Education to Congress
Type of Assistance- Discretionary/Competitive Grants to LEAs; Formula Grants to SEAs if grants to LEAs exceed $100,000,000
Who May Apply- LEAs in which at least 20 percent of students served are from families below the poverty line; SEAs
Link- http://www.ed.gov/offices/OESE/LSL/index.html
2002 Authorizations- $250,000,000
2002 Appropriations- $12,312,500
Awards Information- Number of new awards anticipated- 75
Range of awards- $20,000 to $250,000

National Writing Project- Grants to improve the quality of student learning in writing and the teaching of writing as a learning process
Special Provisions- Establish national advisory/review board, specific teacher training programs
Type of Assistance- Noncompetitive grant
Who May Apply- By law grant is made only to the National Writing Project in Berkeley, California
Link- http://www.writingproject.org/

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2002 Authorizations- $15,000,000
2002 Appropriations- $14,000,000
Awards Information- Number of new awards anticipated- 0

SCIENCE AND MATHEMATICS

Science and Mathematics Partnerships- Grants to improve performance in mathematics and science by encouraging participation in programs that have proven effective
Special Provisions- Sub-grants to eligible partnerships required; three year grant duration; annual report to the Secretary of Education; outlay of funds is in proportion to students from low-income families
Type of Assistance- Discretionary/Competitive Grants to eligible partnerships if funds appropriated are less then $100,000,000; Discretionary/Competitive grants to SEAs if funds appropriated are equal to or exceed $100,000,000 [who provide competitive sub-grants to eligible partnerships]
Who May Apply-SEAs, institutions of higher education, Other Organizations and/or agencies, to either the Department of Education or to SEAs
Link- http://www.nsf.gov/pubs/2002/nsf02140/nsf02140.htm.
2002 Authorizations- $450,000,000
2002 Appropriations- $12,500,000
Awards Information- Number of new awards anticipated- 56
Range of awards- $500,000 to $14,000,000

SOCIAL STUDIES

Civic Education- Grants to continue and expand the activities of "We the People ... The Citizen and the Constitution"—for the attainment of content standards in civics and government
Special Provisions- Very specific program requirements and recommended teacher training
Type of Assistance- By law, grant is made to the Center for Civic Education in Calabasas, California
Who May Apply- Center for Civic Education (in Calabasas, California)
Link- http://www.civiced.org/wethepeople.html
2002 Authorizations- $30,000,000
2002 Appropriations- $15,500,000
Awards Information- Number of new awards anticipated- 1

Teaching of Traditional American History Program- Grants to raise student achievement by improving teachers' knowledge and understanding of and appreciation for U.S. history
Special Provisions- Must not be taught as a component of social studies
Type of Assistance- Discretionary/Competitive grants
Who May Apply- LEAs must apply in partnership with one or more of the following: institutions of higher education, nonprofit history or humanities organizations, libraries, museums
Link- http://www.ed.gov/offices/OESE/TAH/

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2002 Authorizations- Such sums as may be necessary
2002 Appropriations- $98,940,450
Awards Information- Number of new awards anticipated- 120
Average award- $500,000
Range of awards- $350,000 to $1,000,000

Economic Education- Grants to provide economic/financial literacy among all K-12 students
Special Provisions- Grant to nonprofit must use 75 percent to award sub-grants to LEAs and SEAs; partnerships encouraged; involvement of business community; technical assistance provided; Secretary of Education must submit progress report to Congress
Type of Assistance- Discretionary/Competitive grants
Who May Apply- National nonprofit educational organization
Link- http://www.ed.gov/offices/IES/
2002 Authorizations- Federal share shall be 50 percent
2002 Appropriations- $30,675,633
Awards Information- Data not available

ELECTIVES

Foreign Language Assistance Program- Grants to pay the federal share in the establishment, improvement, or expansion of foreign language study in elementary and secondary schools
Special Provisions- Three-year grant period; incentive payment for programs in elementary schools at the discretion of the Secretary of Education
Type of Assistance- Discretionary/Competitive Grants
Who May Apply- LEAs, SEAs (Elementary schools do not apply for incentive payments but are chosen by the Secretary of Education)
Link- http://www.ed.gov/offices/OBEMLA/flipfacts.html
2002 Authorizations- $27,500,000
2002 Appropriations- LEAs- $7,324,365
SEAs- $433,248
Elementary Schools- $6,242,117
Elementary Schools Awards Information- Number of new awards anticipated- 150
SEA & LEA Awards Information- No new awards available – (continuations only)

Physical Education- Grants to initiate, expand, and improve physical education programs for K–12 students to help them meet state standards in physical education
Special Provisions- Extracurricular sports teams and ROTC cannot be considered part of any curriculum receiving assistance; private- and home-schooled children may apply; annual progress report to the Secretary of Education; Secretary of Education must prepare a progress report to Congress
Type of Assistance- Discretionary/Competitive Grants
Who May Apply- LEAs, community-based organizations; other organizations and/or agencies; apply to the Secretary of Education
Link- http://www.ed.gov/offices/OESE/SDFS/pep.html

2002 Authorizations- Federal share shall be 90 percent for the first year and 75 percent each year thereafter
2002 Appropriations- $49,500,000
Awards Information- Number of new awards anticipated- 165
Average award- $300,000
Range of awards- $100,000 - $500,000

Arts in Education- Grants to strengthen art education as an integral part of all students' education; challenging standards in and efforts at student competence in the arts
Special Provisions- Strict requirements on fund usage; should the Secretary of Education have less than $15,000,000 to award grants, they may be awarded only to the Kennedy Center for the Performing Arts and Very Special Arts, Inc.
Type of Assistance- Discretionary/Competitive grants
Who May Apply- LEAs, nonprofit organizations, partnerships of LEAs and nonprofit organizations; the Kennedy Center and Very Special Arts, Inc.
Link- http://www.ed.gov/offices/OESE/SIP/programs/mlp.html
2002 Authorizations: No specific amounts exclusively for the Arts
2002 Appropriations: $30,463,681
Awards Information: Number of new awards anticipated- 2
Average award- $5,500,000

Note; For more specific information on funding and program descriptions, see Public Law 107-110, the No Child Left Behind Act of 2001.

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Appendix B: Opportunities for Geography Educators

The major programs of No Child Left Behind offer opportunities for support of geography education. These 11 programs present a unique opportunity for geography to fit into the NCLB framework as it stands. If necessary, contact local education agencies in your state or the U.S. Department of Education for more information about grant programs, applications, and deadlines.

GENIP's analysis of these 11 NCLB program areas provides the following information (based on data as of April 2003):

? Program title and a brief overview of the program

? Opportunities for geography educators

? Who may apply

? Appropriations and authorizations of grant funds

? Award information

? Type of assistance authorized by NCLB

? Program contacts in the U.S. Department of Education

? Legislative reference

STUDENT READING SKILLS IMPROVEMENT GRANTS

Student Reading Skills Improvement Grants are designed to emphasize the importance of reading in academic achievement and to ensure that all students achieve grade-level reading ability by the third grade. Local Education Agencies (LEAs) receiving funds under the Reading First Program are required to create and maintain programs, professional development, and materials that allow student access to engaging reading materials. Improving Literacy Through School Libraries allows for the expansion and improvement of school libraries and media centers by providing access to up-to-date school library materials, well-equipped media centers, and well-trained and certified library media specialists.

Opportunities for Geography Educators: These programs provide the opportunity to develop and disseminate invigorating reading materials related to geography. For example, the National Council for Geographic Education provides an online catalog of their education products, and the Association of American Geographers has developed ARGUS and ARGWorld. Also, National Geographic produces educational reading materials and has funded, for example, a program in Arizona that uses geography reading materials to help prepare students for mandated state literacy exams. LEAs may enter into partnerships with universities, a private nonprofit or for-profit professional development provider, a volunteer organization, or a school/public library.

Who May Apply: For *Reading First programs, LEAs apply to state education agencies* for sub-grants. *Library program applicants apply to the Secretary of Education* if total yearly appropriations are less than 100 million dollars; if not they apply to their SEA.

2002 Appropriations: Reading First- $361,720,306. Library Improvement- $12,312,500
2003 Authorizations: Reading First- $900,000,000. Library Improvement- $250,000,000

Grant Duration: Reading First – not more that 6 years. Library Improvement- 1 year.

Number of New Awards Anticipated: Reading First- 56. Library Improvement- 75
Range of Awards: Reading First- $500,000 to $133,000,000. Library Improvement- $20,000 to $250,000

Type of Assistance: Reading First – Formula grants to states. Improving Literacy Through School Libraries – Discretionary/competitive grants to LEAs

Program Contacts: The office of Elementary and Secondary Education oversees these programs. *Reading First* – Christopher Doherty at reading.first@ed.gov or (202) 401-4877. Website-http://www.ed.gov/offices/OESE/readingfirst/index.html. *Improving Literacy Through School Libraries* – Margaret McNeely at margaret.mcneely@ed.gov or (202) 260-1335. Website-http://www.ed.gov/offices/OESE/LSL/index.html.

Legislation Reference: The No Child Left Behind Act of 2001 – Title I, Part B, subparts 1 and 4

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COMPREHENSIVE SCHOOL REFORM PROGRAM

Funding under this program is meant to aid in the development, acceptance, and implementation of comprehensive school reforms. All measures taken with funding under this program must be based on reliable research and work toward the improvement in academic achievement of all students that it serves. Sub-grant priority goes to schools that are in need of improvement and that can demonstrate that they are committed to implementing and maintaining reform.

Opportunities for Geography Educators: The key for this program is that it provides an opportunity for a document such as *Geography for Life* to find a place in school reform. Illinois, for example, used *Geography for Life* as the basis for a set of 54 alternative geography assessments, which are now used in school improvement programs. The emphasis of this program is on setting measurable goals for students and providing professional development for teachers and staff; it allows for the involvement of high-quality external support from an entity experienced in school-wide reform and improvement. Many states have been successful in implementing the National Geography Standards, but the subject continues to receive less attention than other subjects. Such models as *Geography for Life* can aid schools in the reforms they seek for the improvement of academic achievement.

Additional materials to aid in school reform include the *Journal of Geography,* published by NCGE, providing an opportunity for educators to present results from teaching and research that advance understanding and practice of geographic education. The contents include articles on instructional approaches, research results, lesson plans and teaching activities, book reviews, maps, computer software, and other digital products.

Who May Apply: *State education agencies* apply to Secretary of Education for formula grants. *Local education agencies* apply to state education agencies *on behalf of schools*.

2002 Appropriations: $296,750,000
2003 Authorizations: $310,000,000

Number of New Awards Anticipated: 57
Range of Awards: $133,946 to $40,061,954

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Carmen Lopez at carmen.lopez@ed.gov or (202) 205-4292. Website – http://www.ed.gov/offices/OESE/compreform/ .

Legislation Reference: The No Child Left behind Act of 2001 – Title I, Part F, & Title V, Part D

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ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS

Funds provided under the AP Incentive Program are made available to raise educational achievement and standards; encourage more students in AP programs to take the exams; build upon the benefits of AP programs; and increase availability of, participation in, and access to the AP program. Grant priority is given to services helping low-income students and schools increase their access to and participation in online AP programs; to entities with the ability to match funds; and to those who intend to involve business and community organizations.

Opportunities for Geography Educators: Participation in this program by state geography alliances, for example, could provide valuable resources, materials, and teacher training in hopes of increasing the quality of and participation in the AP Human Geography course in an alliance's state. (Participation in this course rose from 3,272 in 2001 to 5,286 in 2002, and it continues to rise each year.) Some alliances currently working to help students and teachers prepare for the AP Human Geography course include Colorado, Minnesota, Virginia, Utah, Oklahoma, and South Dakota. Federal funding can be used to support these types of programs. School administrators can find information and inquire about adding the AP Human Geography course at http://apcentral.collegeboard.com. Activities under this program include teacher training, pre-AP course development, preparation for younger students to enter the AP program, books and supplies, online AP course development, and other related activities.

Who May Apply: *State and local education agencies* and *national nonprofit educational entities* with expertise in advanced placement services should apply to the Secretary of Education

2002 Appropriations: $22,000,000
2003 Authorizations: Such sums as may be necessary

Grant Duration: A period of not more than 3 years

Number of New Awards Anticipated: 5 –15
Range of Awards: $100,000 to $600,000

Type of Assistance: Discretionary/competitive grants to eligible entities.

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Madeline Baggett at madeline.baggett@ed.gov or (202) 260-2502. Website – http://www.ed.gov/offices/OESE/SIP/programs/apip.html.

Legislation Reference: The No Child Left Behind Act of 2001 – Title I, Part G

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PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

Funds under this program are appropriated for training, hiring, and retaining high quality teachers. Provided under this program are the means to certify qualified individuals from other professional fields, attract teachers from a broad range of subjects, and to create professional-development opportunities. An authorized strategy to accomplish these goals is to provide financial incentives to attract individuals in subjects lacking highly qualified teachers. Section 1119 under Title I requires that by the 2005–06 school year all teacher in core academic subjects must be highly qualified.

Opportunities for Geography Educators: Opportunities for geography are plentiful under this program. Teacher training, recruiting, and hiring are areas that geography needs to focus on to ensure that the requirements of NCLB are met. Past grants have tended to go to institutions of higher education. Such grants have gone to education departments at universities where geography programs exist, including the University of Delaware and the University of Hawaii-Manoa. Cross-departmental collaboration may be possible at these institutions and others. Teacher-development programs are operated and funded through state geographic alliances and include workshops and short courses taught by college professors. Entities eligible for federal funding under this program include nonprofit educational organizations, institutions of higher education, a school of arts and sciences, educational service agencies, nonprofit cultural institutions, businesses, and teacher organizations.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies apply to the SEA* for formula sub-grants. 2.5 percent of total state grants go to *State Agencies for Higher Education* as formula grants from the SEA; State Agencies for Higher Education *award competitive grants to institutions of higher education and nonprofit organizations.*

2002 Appropriations: $2,850,000,000
2003 Authorizations: $3,175,000,000

Number of New Awards Anticipated: 52
Range of Awards: $1,588,000 to $332,200,000

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Robert Stonehill at robert.stonehill@ed.gov or (202) 260-9737. Website – http://www.ed.gov/offices/OESE/SIP/programs/epdp.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part A

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SCIENCE PARTNERSHIPS

Funding under this program is designed to improve the stature and status of the teaching of science. This program also encourages institutions of higher education to take a more active role in the improvement of elementary and secondary science teaching and to ensure that the development of these teachers is a career-long process. Additional aspirations are to bring students and teachers into more contact with professional scientists and to develop of a more rigorous science curriculum. This program also includes mathematics partnerships.

Opportunities for Geography Educators: Working with scientific institutions provides many opportunities to train physical geography teachers and work with Earth scientists and physical geographers. For example, the American Association of Geographers, funded by the National Science Foundation (NSF), the U.S.–Japan Foundation, and the Japan Foundation's Center for Global Partnership, has created *Activities and Readings in the Geography of the United States* (ARGUS) and *World* (ARGWorld). This project, which produced print materials and an interactive CD, was created to offer high-quality geography teaching materials at the lowest cost. National Geographic is also working on a project funded by the NSF, called CRITTERCAM. Under this NCLB program partnerships may be established with engineering, mathematics, science, and teacher-training departments at institutions of higher education; businesses; or with for-profit/nonprofit organizations that have demonstrated effectiveness in improving the quality of math and science teachers. Current funding and partnerships are granted, in large part, to science departments at major universities.

Who May Apply: *State education agencies* apply to Secretary of Education for formula grants and *eligible partnerships apply to the state education agency for discretionary/ competitive sub-grants* if total appropriations exceed 100 million dollars; if they do not exceed 100 million dollars, eligible partnerships apply directly to the Secretary of Ed
2002 Appropriations: $12,500,000
2003 Authorizations: $450,000,000 (2003 appropriations will exceed $100,000,000)

Grant Duration: 3 years

Number of New Awards Anticipated: 56
Range of Awards: $500,000 to $14,000,000

Type of Assistance: Formula grants to state education agencies in any year when funds appropriated are equal to or in excess of $100,000,000. Discretionary/Competitive grants to eligible partnerships if funds appropriated are less than $100,000,000.

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Pat O'Connell Ross at patricia.ross@ed.gov or (202) 260-7813. Website – http://www.nsf.gov/pubs/2002/nsf02140/nsf02140.htm.

Legislation Reference: The No Child Left behind Act of 2001 – Tile II, Part B

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TRANSITION TO TEACHING PROGRAM

This program has been established to recruit and retain highly qualified mid-career professionals, paraprofessionals, and recent college graduates to teach in high-need schools. This program also encourages the establishment of alternative routes for teacher certification under programs that would be approved by the state. This program is operated at and grants funding at the national/regional, statewide, and local levels.

Opportunities for Geography Educators: Most grants under this section go to institutions of higher education and individual school districts. Currently the University of Oregon is working to create a training program for geography teachers through a joint venture between its College of Education and the Department of Geography. On the same note, 2002 grants were given, at all levels, to universities where geography departments exist, such as Ohio State, Illinois State University, the University of Georgia, and Texas A&M. Cross-departmental collaboration may be possible at these institutions and others. Entities involved in this program provide financial incentives to eligible participants (not more than $5,000 per participant); provide for pre- and post-placement support activities, ensuring that teachers are placed in their respective fields; collaborating with institutions of higher education; and developing a long-term strategy.

Who May Apply: *Local education agencies (LEA), state education agencies, for-profit organizations, education service centers, nonprofit organizations with expertise in teacher recruitment, and partnerships or consortiums* apply to the Secretary of Education for grants. Non-LEA applicants need a letter of support from an LEA, which agrees to hire the recruits as teachers.

2002 Appropriations: $35,000,000
2003 Authorizations: $150,000,000 (for all of Title II, Part C)

Grant Duration: 5 years

Number of New Awards Anticipated: 8–10 national/regional; 37 statewide; 60 local.
Range of Awards: $3,000,000 to $1,200,000 national; $150,000 to $600,000 state; $50,000 to $400,000 local

Type of Assistance: Discretionary/competitive grants to eligible entities

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Thelma Leenhouts at thelma.leenhouts@ed.gov or (202) 260-0223. Website – http://www.ed.gov/offices/OESE/SIP/programs/ttt.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part C, Subpart 1, Chapter B

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EDUCATIONAL TECHNOLOGY STATE GRANT PROGRAM

The Enhancing Education Through Technology program was developed to improve the academic achievement of students through the use of technology and to ensure that all students are technologically literate by the eighth grade. The goal of this project is to enhance and improve in-class instruction of the core academic subjects. This will be done through the integration of technology with teacher training and curriculum development and by establishing research-based instructional methods that can be widely employed.

Opportunities for Geography Educators: This program provides a wonderful opportunity for technology such as GIS, remote sensing, and cartography to be introduced at the elementary and secondary levels. In November 2002, on GIS day, the National Oceanic and Atmospheric Administration Coastal Services Center introduced GIS technology to nearly 300 high school students in South Carolina. Over 500 Kentucky high school students were also introduced to GIS via a PlaNet GIS partnership. Environmental Systems Research Institute (ESRI), the world's leading provider of GIS software, will be introducing new software, ArcGlobe, which may be used in the future to produce education materials related to GIS, mapping, satellite imagery, et al. *GIS in Schools,* published as a book and CD-Rom by ESRI, provides an introduction to and lesson plans for GIS in elementary and secondary classrooms. Local activities approved under this NCLB program consist of the support of continuing, sustained professional-development programs and public-private partnerships. Funds can be used to improve academic achievement and for the acquisition of curricula that integrate technology and are designed to meet challenging state academic standards.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies* apply to the state education agency for sub-grants.

2002 Appropriations: $615,880,907
2003 Authorizations: $1,000,000,000

Number of New Awards Anticipated: 57
Range of Awards: $434,491 to $85,100,541

Type of Assistance: Formula grants to states. At least 95 percent of funds are distributed as sub-grants to local school districts on a competitive basis.

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Jenelle Leonard at jenelle.leonard@ed.gov or (202) 401-0039. Website – http://www.ed.gov/offices/OESE/SST/edtech.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part D, subparts 1 and 2

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READY-TO-LEARN TELEVISION

Grants under the Ready-to-Learn Television program are awarded to fund eligible entities to develop, produce, and distribute educational video programming. Grantees should also be able to facilitate development of these materials through contracts with producers of children's and family educational programming. The program also stipulates that the development of programming and digital content must contain Ready-to-Learn children's materials. Products developed and funded under this program must be available to a broad audience, contain the appropriate materials, and maintain the nature of the nonprofit entity that is developing them.

Opportunities for Geography Educators: Current projects in geography-related educational television include the NASA Educational Television products for students which produce web- and video-based productions teaching kids about geography, science, technology, and math to help explain everyday phenomena of our world (see http://education.nasa.gov/students4.html). PBS produces The Power of Place: Geography for the 21st Century. Teachers can use the *National Geographic Today* TV series for classroom instruction; and the National Geographic Society produces educational TV programs on a project basis. Nonprofits could coordinate with such developers of children's programming as *Kidsnet* and *Cable in the Classroom*. The Ready-to-Learn Television grants are a good opportunity for geography education that is innovative and exciting for elementary students. The 2002 grant was given to PBS, the creators of Ready-to-Learn Television (see http://pbskids.org/readytolearn). All projects funded by this program must contain materials from Ready-to-Learn. Programming messages from PBS include: Go Find Out! Read It! Try It Out!

Who May Apply: *Nonprofit organizations* that can develop and distribute educational and instructional television programming for preschool and elementary school children and can contract with the producers of children's television programming to develop educational television programming for preschool and elementary school children apply to the Secretary of Education for grants.

2002 Appropriations: $22,000,000
2003 Authorizations: Such sums as may be necessary

Number of New Awards Anticipated: None. Funds in 2002 supported continuation awards. There are no current grant competitions. The next competition will be FY 2005.
Range of Awards: N/A

Type of Assistance: Discretionary/competitive grants

Program Contacts: The Office of Innovation and Improvement oversees this program.
Program Coordinator – Joe Caliguro at joseph.caliguro@ed.gov or (202) 219-1596.
Website – http://www.ed.gov/offices/OERI/ECI/rtlty.html.

Legislation Reference: The No Child Left behind Act of 2001-Title II, Part D, Subpart 3

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PUBLIC CHARTER SCHOOL PROGRAM

Grants under this program are for the initial development and implementation of charter schools; assessments of their effectiveness; expanding the number of charter schools; professional development of staff; acquiring equipment, materials, and supplies; acquiring and developing curriculum materials; and aiding new and developing charter schools. Charter schools are given a high degree of autonomy. Not all states have established charter school laws.

Opportunities for Geography Educators: Promoting additional geography curricula in charter schools is important. Currently, the National Geographic Society is providing grant support to the *Knowledge Is Power Program (KIPP)* charter schools as they integrate more geography into their curricula. Charter schools often foster strong relationships with universities, museums, and nonprofit organizations, et al. to bolster their programs. Some schools are completely funded by these types of organizations. It may even be possible to establish charter schools based entirely around geography.

Who May Apply: *State education agencies* may apply to the Secretary of Education if their state has a charter school law. After SEAs receive awards, they *make competitive grants to charter schools*. *If an eligible SEA chooses not to compete for funding, then charter schools in that state may apply directly to the Secretary.*

2002 Appropriations: $200,000,000
2003 Authorizations: $300,000,000

Number of New Awards Anticipated: 10–12 for SEAS; 30–50 for others.
Range of Awards: $500,000 to $5,000,000 for SEAs; $25,000 to $150,000 for others.

Type of Assistance: Discretionary/competitive grants

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Dean Kern at dean.kern@ed.gov or (202) 205-9178. Website – http://www.ed.gov/offices/OESE/SIP/programs/pcsp.html.

Legislation Reference: The No Child Left behind Act of 2001–Title V, Part B, Subpart 1

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GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES

Grants under this section are awarded to states to pay the development cost of additional assessments and standards that are required under Title I, section 1111(b). If the state standards have already been established, the grant awards are to be used in the development of assessments that are correlated to the state standards. This includes the refinement of assessment programs to ensure their continued alignment with state standards and the professional development of teachers in these areas.

Opportunities for Geography Educators: The requirements of funds that are made available under this subpart enable a state, or a coalition of states, to enter into partnerships in the development of their state assessments; and to allow the state to continually improve upon their assessments and ensure they are aligned with the state's standards. Illinois provides for 54 alternative assessments in geography that teachers can use as a part of their school improvement program in grades K–12. Teachers are encouraged to use these assessments to measure student achievement in this area and as examples for developing additional items. The Web site for the National Council for Geographic Education provides sample geography assessments. Currently, Nevada and New Mexico are remodeling their statewide assessments; and Oklahoma, Oregon, Massachusetts, and Maine are developing high school exit exams. State alliance participation in these processes could lead to the inclusion of a geography section or questions. Eligible entities for partnerships include institutions of higher education, research institutions, or other organizations. Inclusion in mandated state exams, as well as national assessments, will ensure that geography remains in the classroom. *See Appendix C for a chart of the standardized tests being used in all 50 states to serve as a reference for involvement in this program. Contact information is given for publishers of nationwide tests (but not for state-specific tests) and to state Departments of Education.*

Who May Apply: State *education agencies and outlying areas* apply to the Secretary of Education for formula grants. *Local education agencies* apply to the SEA for sub-grants. For this program, it will be important to work closely with your local education agency.

2002 Appropriations: $385,000,000
2003 Authorizations: $490,000,000

Number of New Awards Anticipated: 56
Range of Awards: $1,900,000 to $47,000,000

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees these programs. There is no specific Program Coordinator listed for this program. Contact the OESE at (202) 401-0113. Website- http://www.ed.gov/offices/OESE/

Legislation Reference: The No Child Left Behind Act of 2001–TitleVI, Part A, Subpart 1

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21ST CENTURY COMMUNITY LEARNING CENTERS

Funding under this program is provided so that children will have the opportunity for academic enrichment services. Programs should offer an assortment of services, including but not limited to tutorial services, mentoring services, and technology education programs with an emphasis on improving academic achievement in the core academic subjects (although math and reading are stressed more than the others). Services funded under this program should also be available to the families of students served. Grant priority is given to applicants who propose to serve students from poor-performing schools and to applications jointly submitted by a local education agency receiving Title I, Part A funds and another eligible entity.

Opportunities for Geography Educators: The activities funded under this program could allow the alliances and other geography organizations to get involved in extracurricular activities, such as the work of Youth Radio with teens on researching current events, writing and presentation skills, and community activism. It might be possible to integrate existing technology and after-school programs, such as the ESRI and NCGE GIS workshops, into these extracurricular activities. Also, the National Geographic Education Foundation is supporting nonprofits to provide after-school training to students. Programs related to geography could be funded under this program; especially those that strive to improve students' academic achievement, help poor-performing school improve, and work in tandem with local education agencies.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies, community organizations, another public or private entity*, or a consortium of *2 or more of these* apply to the state education agency in local grant competitions.

2002 Appropriations: $1,000,000,000
2003 Authorizations: $1,500,000,000

Grant Duration: Not less than 3 years and not more than 5 years

Number of New Awards Anticipated: 57
Range of Awards: $359,000 to $41,500,000

Type of Assistance: Formula grants to SEAs, who manage statewide competitions and award grants to local organizations

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Amanda Clyburn at amanda.clyburn@ed.gov or (202) 260-0919. Website – http://www.ed.gov/21stcclc/.

Legislation Reference: The No Child Left Behind Act of 2001 – Title IV, Part B

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Appendix C: State Assessments and Geography/ Social Studies Standards

Under No Child Left Behind, the major process by which students' academic achievement is measured is through standardized assessments and testing. NCLB currently requires yearly testing in reading/language arts and mathematics at least once during grades 3–5, grades 6–9, and grades 10–12. Assessment of science will be added to this requirement in 2007-08. Results will be used to hold schools accountable for student achievement and for closing the achievement gaps between major racial, ethnic, and income groups. (For more information on these requirements see page 2 of this report or www.nclb.gov/).

Other than the required assessments in reading/language arts, mathematics, and science, states are free to choose which subjects to assess on a yearly basis. To assess a given subject, the state must have adopted content and achievement standards for that subject. Currently, all states except two have established standards for geography, but only 33 states include geography or social studies in their exams. The top three norm-referenced tests all include social studies, but these are used in only 21 states. Of the 22 states that require an exam for high school graduation, only seven include geography or social studies. Also, only eight states require a geography class for high school graduation, and only two of these are stand-alone geography courses (the others are a history/geography course).

States adopt exams provided by national test publishers or produced specifically for that state, or a combination of the two. Normally, tests such as the Stanford 9 and Iowa tests are norm-referenced (used to compare students to each other nationwide), and state-specific tests are criterion-referenced (correlated to state academic standards and test whether students have mastered a body of knowledge). The following chart is a listing of each state's assessment system. The chart includes the following information (based on data as of April 2003)

- Links to the state's Department of Education Web site
- Standardized tests in use
- Grades in which the tests are administered and whether or not a geography/social studies is tested
- Whether or not the state requires a high school graduation exam and whether or not it tests for geography/social studies
- Social studies credit requirements to graduate from high school in that state
- Whether or not a geography course is included the social studies requirements
- Contacts for national test publishers

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